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ABSTRACT

Designed to help local educational agency personnel initiate an elementary school-level career development program, this guide provides examples of activities for planning, implementing, and evaluating an elementary occupational informational program. The guide begins with a series of definitions of career education-related terms. A rationale for an occupational information program at the elementary level and a career education model are provided. The necessity for administrative, staff, and community support of such a program, examples of inservice staff training activities, and program goals are discussed. Following a series of student performance objectives for each grade between kindergarten through the eighth grade, suggestions are given for such program activities as career days, committee work, discussions, games, exhibits, panels, reports, field trips, films, interest inventories, interviews, surveys, and written assignments. The purposes for using resource persons in the classroom, the qualities of effective resource persons, and procedures for obtaining and involving resource persons are outlined. Suggestions for preparing for and following up a field trip are given. A final section on program evaluation contains a sample instrument for determining student concepts of the world of work as well as student and teacher opinions of the program's effectiveness. (MN)

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foreword

The organized sequence of career development learning experiences at the elementary school level (K-8), called the Elementary Occupational Information Program, is recognized by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education as a program that aids students in expanding their knowledge of self and the world-of-work. This knowledge can help students in making realistic occupational choices and curriculum decisions at the high school level.

This funded program is accessible through the One and Five Year Plan for Vocational Education. Assistance is available for making application in the Department of Adult, Vocational and Technical Education.

For elementary schools where a program has yet to be initiated, the Illinois State Board of Education offers this publication as a guide to local educational agency personnel. The publication provides examples of activities for program planning, implementation and evaluation.

Sincerely,

Donald G. Gill

Donald G. Gill
State Superintendent
of Education

FEB 2 1981

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DEFINITION OF TERMS

WORK --
any kind of planned activity in which an individual engages with an expectation of getting a gainful (meaning beneficial to one's fellow human beings and/or to oneself) return for his/her efforts. Work includes paid employment but also extends to unpaid work roles.

OCCUPATION --
implies that the necessary skills are relatively complex and must be learned through training. The skills acquired can be considered as transferrable.

JOB --
a task to be performed. Persons with a job perform tasks which reward them in some tangible fashion.

CAREER --
totality of work one does in his/her lifetime. A career is built from a succession of jobs and occupations which tend to lead an individual from those which are personally less satisfying toward those which are more.

WORLD-OF-WORK --
total of all kinds of work, from very simple to highly complex, in which persons engage.

LEISURE --
free, unoccupied time during which a person may engage in rest, recreation, etc.

OCCUPATIONAL CLUSTER --
a group of occupations having similarities in services and activities. Illinois has established five occupational clusters to encompass the world-of-work:

Agricultural Occupations
Business, Marketing and Management Occupations
Health Occupations
Industrial Occupations
Home Economics Occupations

CAREER EDUCATION --
total effort of educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orients the entire educational plan into one, unified, career-based system.

OCCUPATIONAL INFORMATION PROGRAM

As the American society moves into and through this decade, the problem of inducting youth into the mainstream of American life will likely become increasingly difficult. The basic problem is not new, but the environment in which the solution to the problem must be worked out has dimensions that have not existed previously. Education must play a major role in the solution.

One major educational concern will be the provision of relevant programs for all students to aid them in making informed educational and occupational decisions. This concern should give impetus to the development of career education programs.

CAREER EDUCATION IS THE TERM DENOTING THE TOTAL EFFORT OF EDUCATIONAL AGENCIES AND COMMUNITIES IN PRESENTING ORGANIZED CAREER-ORIENTED ACTIVITIES AND EXPERIENCES TO ALL PERSONS FROM NURSERY SCHOOL THROUGH ADULTHOOD, AND ORIENTS THE ENTIRE EDUCATIONAL PLAN INTO ONE, UNIFIED, CAREER-BASED SYSTEM. A total career education program should be designed to --

- acquaint individuals with career information,
- assist individuals in developing a positive and realistic self-concept and relating it to career interests,
- aid individuals in making career preferences and/or choices,

- provide for the development of skills and abilities so that individuals might achieve their career goals,

- increase individual's awareness of resources to be utilized throughout life for career development.

Planning a career should be a developmental process involving many choices and many decisions over an extended period of time. It should not be based on a single event at a particular time. A person should literally grow into an occupation. The elementary school years, kindergarten through eighth grade, should be the formal beginning of this process.

AT THE ELEMENTARY SCHOOL LEVEL, AN ORGANIZED SEQUENCE OF CAREER DEVELOPMENT LEARNING EXPERIENCES IS REFERRED TO AS AN OCCUPATIONAL INFORMATION PROGRAM. It encompasses career awareness, self-awareness and career exploration activities. More specifically, Occupational Information Program activities should help a student to --

- develop an awareness of the dignity in work and the useful interdependent functions performed by workers,

- become aware of a larger number of occupations,

- develop a positive and realistic self-concept of abilities and limitations as related to the world-of-work,

- develop decision-making skills,

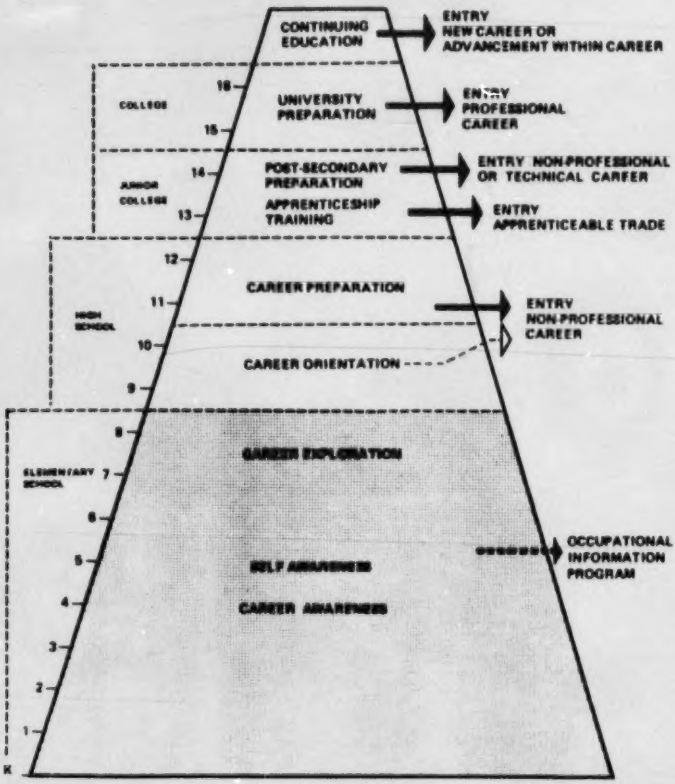
- learn about occupational opportunities through exploration.

During a person's formative years, practically every experience has occupational significance. The courses and activities in which a person engages influence his/her interests and attitudes. These, along with a knowledge of the world-of-work and one's physical characteristics, tend to affect one's future choice of a career.

Elementary teachers are not charged with the entire responsibility of providing career awareness, self-awareness and career exploration activities. However, it is essential that they help students broaden their base of understanding of themselves and of the world-of-work. Hopefully, all students can then fully realize their potential and enter high school having freely formulated tentative occupational preferences which will help them in making appropriate curriculum decisions.

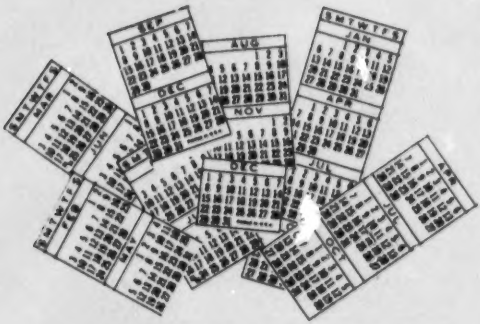
Providing occupational information is a continuous process. Most of the objectives initiated at the elementary level should be pursued at other developmental levels.

OCCUPATIONAL INFORMATION PROGRAM:
THE FOUNDATION OF A CAREER EDUCATION MODEL



From a broad base of information, students develop an awareness of personal career preferences, elect a program related to their career interests and eventually narrow an educational program to accomplish their chosen goal.

Assimilating occupational information is a continuous process. Therefore, the basic goals of an Occupational Information Program at the elementary education level have relevance for subsequent educational levels.



PROGRAM ORGANIZATION

Support for the Program

Experiences of educators in Illinois indicate that an elementary Occupational Information Program can best serve the needs of students if it is a coordinated, organized, and sequential program which leads to continued experiences in the secondary level of instruction.

In order to successfully implement such a program, local support must be generated from a number of sources: administrators, staff members, parents and others in the community.

Initially, administrative support is necessary because of the impact of the occupational information program upon both the instructional and guidance programs. This support will influence the attitudes of staff members toward their participation in developing and initiating the program. Community support is important in that the utilization of its resources contributes to the success of the program. It is extremely important to inform and involve parents. They have a very strong influence on the choice of educational programs their children follow.

Having approved the development of an Occupational Information Program, the local administrator will need to assume or assign the responsibility for identifying an occupational information coordinator. This person must have the time, freedom and authority necessary to organize and articulate the program. The coordinator will need to orient all staff members and involve them in the development of the total program. Teachers should be responsible for developing learning experiences to

meet the needs of their students. The coordinator needs to seek program recommendations from available resources, including the school's local advisory council, and attend meetings to seek their assistance and keep them informed about the program.

Staff Orientation through In-Service Education

The occupational information coordinator is responsible for in-service education programs. He/she must develop plans to actively involve the total staff, help them to establish and understand the goals of an Occupational Information Program, and encourage them to develop positive attitudes toward integrating occupational information with subject content. An occupational information committee(s) should assist the coordinator in planning in-service activities.

The local librarian, audio-visual director, curriculum coordinator, Title IX coordinator, counselor, director of vocational education and other personnel could be involved as presenters at staff workshops. Representatives from the Illinois State Board of Education, Illinois State Employment Service, universities, chamber of commerce, business, industry and labor could serve as consultants. Persons involved in successful programs in other districts could provide information on their experiences.

Examples of in-service activities for staff follow.

1. Explain the scope of the occupational information program and its potential influence on the curriculum and support activities.

2. Discuss the Occupational Information concept.

3. Present available resource materials.

4. Develop program objectives.

5. Review present curricula, texts and other materials to determine how an Occupational Information Program could be integrated into existing programs.

6. Develop student objectives and plan activities to attain those objectives.

7. Discuss techniques for helping students in such areas as decision making and developing self-concepts.

8. Discuss strategies for overcoming sex bias and sex stereotyping in self-concept, student perception of the world-of-work, etc.

9. Write guides for each grade level and articulate with other grade levels.

10. Involve guest speakers to update staff on employment trends and new businesses and industries.

11. Take faculty field trips to local businesses or industries to increase faculty awareness of varied aspects of the world-of-work.

12. Determine priorities for utilization of funds established for the program.

13. Develop composite lists of resource persons and places and establish a system for utilization.

14. Exchange ideas on key components of the total program.

15. Identify and/or develop evaluation instruments.

16. Periodically evaluate and update the program.

The development of an occupational information program takes time. In fact, the initial year may be spent in planning the program, implementing selected activities, evaluating the program and adopting a program for the succeeding year. Staff should establish a time schedule for the development of the program.

Examples of some of the activities which might be scheduled follow.

By September 15, the occupational information coordinator will be identified and will begin developing procedures for program development.

By September 30, an occupational information committee will be established to give leadership to program planning.

Starting October 1 and continuing throughout the year, the school counselor, librarian, audio-visual director, vocational education director, curriculum coordinator, Title IX coordinator, and others will conduct in-service activities for the total staff.

By October 15, teachers will have written measurable objectives for their specific grade levels.

By November 15, the occupational information committee will have recommended priorities for utilization of funds budgeted for the occupational information program.

By December 15, staff will have identified external and internal resources and will have established a system for their utilization.

By February 28, the occupational information committee will have submitted program input to their district's local plan for occupational education.

By March 15, staff will have identified and/or developed evaluation instruments.

By April 1, the occupational information coordinator and committee will have established plans for updating and improving the program.

Program Goals

Insofar as possible, occupational information should be integrated into the regular curriculum at the elementary school level. Special activities should supplement, rather than replace curricular emphases. These activities will make the regular school curriculum more relevant to children.

The elementary years should be a period of discovery in which the world-of-work is presented to children in a manner that is realistic and appropriate to their state of development. There are various stages of readiness for occupational information just as there is readiness for other types of information presented to children at the elementary school level. If they are not ready for the information presented, it will have little or no meaning to them. Their present level of understanding should be determined before establishing program goals and student objectives.

Young children will tend to evaluate occupations by their experiences and the people they encounter and should be encouraged to do so. They may regard the police officer as a trusted friend and the grocer and the mail carrier as "nice persons." Positive attitudes need to be encouraged toward all occupations.

Neither boys nor girls are apt to identify their personal capabilities and relate them to specific occupations during the early elementary school years. This gives added importance to how children may "feel" rather than think about various occupations. They will begin to give attention to their capabilities and how they differ from other individuals to a far greater extent during the upper elementary school years.

The teacher and/or counselor should be aware of the readiness of the child before discussing personal qualities which might be upsetting to both the child and the child's parents. As a general policy, it is better to conduct only general discussions about personality factors, abilities and aptitudes prior to the fifth grade. One rule must always be enforced: Keep the program for the elementary school youngsters on their developmental and experiential levels.

In developing an organized Occupational Information Program, staff members should establish program goals. The following may serve as examples to stimulate discussion and local planning.

1. Help the child realize the value of all occupations to society regardless of job hierarchy.

2. Help the child realize that workers achieve dignity and satisfaction in a job well done.

3. Assist the child to develop positive attitudes toward school achievement and its relationship to occupational achievement.

4. Expand the child's knowledge about occupational families and a variety of occupations within each cluster.

5. Assist the child to recognize those aptitudes, interests and personality factors which are important to job success.

6. Increase the child's understanding of personal abilities and interests.

7. Help the child to be aware that one's self-image will affect his/her choice of work and, in turn, his/her choice of lifestyle.

8. Help the child to understand that rapid changes taking place in the world-of-work may necessitate advanced training and/or retraining for a related or a different occupation.

STUDENT PERFORMANCE OBJECTIVES

The development of student performance objectives is an important part of implementing an Occupational Information Program. They clarify expected outcomes for learners, administrators, evaluators, parents, and other interested persons. Student performance objectives should form the basis for systematic instruction and organization of appropriate learning activities. In addition, student performance objectives should form the basis for the assessment of learner achievement.

The components of a student performance objective include an outcome statement, a condition, and a criteria. An outcome statement describes the knowledge, attitude, or other accomplishments being sought. The condition describes the circumstances under which the outcome will be observed or measured. The condition might relate to one or more of the following: time limits, place of performance, materials or equipment utilized, and special constraints. The criteria reflects the standards being sought that, when achieved, will identify acceptable attainment of the outcome. The criteria might relate to the quality and/or quantity of the outcome expected for minimum success level; the number, percentage, or proportion of successful attempts required; and the time allowed to complete the performance. Examples of student performance objectives follow.

Kindergarten

By the end of September, the child will correctly identify himself/herself as an individual by orally stating his/her first and last name, birthdate, address, one of his/her likes, and one of his/her dislikes.

By the end of the first semester, the child will compile and submit to the teacher a scrapbook of pictures which depict workers in an least five career clusters.

At the end of the year, the child will demonstrate an awareness of the occupations of his/her parents (or other individuals) by drawing two pictures, showing each of them.

First Grade

By the end of the year, the student will demonstrate that he/she is a dependable worker by completing at least 90 percent of his/her job assignments in a manner acceptable to the teacher.

At the end of the first grading period, each student will verbally tell where the principal, secretary, counselor, librarian, custodian, and cafeteria manager are stationed and at least two functions of each.

Given a group of eight pictures, the student will correctly identify and write the name of at least five different occupations depicted.

Second Grade

On an attitudinal inventory administered at mid-year, the student will indicate a change in attitude toward the contributions to society by workers in a variety of occupations by checking more answers in the affirmative than on an inventory at the beginning of the year.

Given the opportunity to select an activity from a suggested list, the student will indicate a desire to learn more about the world-of-work by volunteering for an occupational information related activity.

After a field trip to a dairy, the student will write the name of the occupation of one worker observed and give at least three of the worker's job responsibilities.

Third Grade

During a fifteen minute time period, the student will make a written list of at least three occupations in each of five given major job clusters.

Given the names of two adults, the student will explain verbally three or more ways they differ from one another in their interests and/or abilities.

From a list of occupations, the student will select one occupation and write a paragraph on one or more changes in the occupation during the past 50 years.

Fourth Grade

After a representative of the Chamber of Commerce serves as a resource person to the class, the student will identify five occupations from a list of 25 which are not found in the local community.

At the end of March, the student will compile, without references, a list of occupations in 15 minutes which exceeds by 80 percent a list made in a similar time period in September.

At the end of the year, the student will make a written list, without references, of three jobs declining in employment opportunities and five jobs increasing in employment opportunities.

Fifth Grade

Given the occupation of two persons, the student will write a paragraph contrasting three personality traits important to each worker.

At the end of the year, the student will make a chart to show ten work habits which are important to the success of both a student and an employee.

At the end of the year, the student will make a poster showing the relationship of three school subjects to an occupation of personal interest.

Sixth Grade

At mid-year, the student will list three occupations of interest and give one or more educational qualifications needed for success in each.

At the end of the year, the student will correctly match 90 percent of 25 employment-related terms to their definitions.

After a visit to the local employment office, the student will identify three occupations which have decreasing employment opportunities and give at least one reason for the decline of each.

Seventh Grade

The student will give, through either written or oral expression, two or more contributions made to society by workers in each of ten occupations.

At the end of a unit on government, the student will list three or more agencies and/or groups which utilize tax monies.

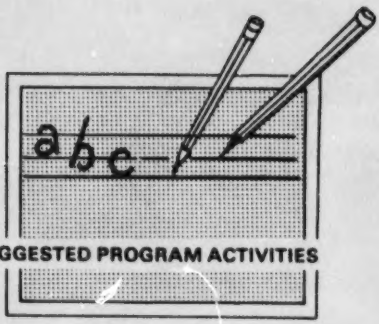
At the end of a unit on the community, the student will list five or more employers who employ more than 25 persons.

Eighth Grade

In April, the student will select three senior high school subjects from a listing in the student handbook and identify in writing two or more ways each would contribute to his/her ability to succeed in an occupation of his/her interest.

During a buzz session, each group will list five or more community employers who employ part-time student workers.

At the end of the year, the student will list five or more ways he/she has benefited from the occupational information program during the elementary school years.



SUGGESTED PROGRAM ACTIVITIES

Each student should have the opportunity to develop concepts about the world-of-work and personal values, goals, and capabilities in ways that are free of stereotypes and personally meaningful. In addition, each student should have the opportunity to develop concepts through a variety of progressive learning experiences. Teachers should provide these opportunities through appropriate learning activities and instructional materials. Teachers have the responsibility for selecting the most appropriate experiences at a given time. Not all activities and resources are equally effective for every student and for every teacher.

The following learning experiences are intended as a guide to teachers as they plan occupational information activities.

Bulletin Boards, Charts and Posters

Cut pictures from magazines of persons on various jobs and place them on a special bulletin board. (The pictures may be related to their parents' jobs, to jobs in which class members are currently interested, or to jobs in an industry or business which has been visited on a field trip. Each child should contribute a picture for the board. Pictures should be changed frequently.) (K-3)

Make attractive posters related to the world-of-work. (They might be original creations, copies from pictures in magazines or developed from suggestions made by the teacher or by parents. The posters should be on display on bulletin boards, in various classes, in the library, and in some instances, in windows of stores in the community.) (3-6)

Prepare large charts depicting occupations which require skills in specific subject matter fields (art, music, physical education, social studies, mathematics, etc.) and display the charts in the classroom and/or other designated places in the school. See examples on p.24 . (5-8)

Career Day

Participate in a Junior Career Day to become acquainted with individuals in the community from a variety of occupations. (One objective is to promote the development of wholesome attitudes toward both professional and non-professional occupations. Students should be prepared for the career day and should have opportunity to discuss it afterwards. An outline covering points which might be stressed for various age youngsters should be presented in advance to the representatives.) (6-8)

Color Books, Notebooks and Scrapbooks

Contribute pictures and articles from newspapers and magazines to the class's occupational scrapbook. (A rotating committee can decide what goes into the scrapbook. Individual class members or the art class can prepare an attractive cover.) (K-3)

Prepare a color book showing persons, such as firefighters, mail carriers, police officers, doctors, dentists, nurses, soldiers, engineers, professional athletes, etc., in a variety of work situations and the kinds of uniforms worn. (Many drawings for the color book may be made by tracing. Be aware of students stereotyping occupations, i.e., male doctors, female nurses, etc.) (K-3)

Prepare a personal notebook including information on interests, abilities, notes from class discussions, and newspapers clippings related to occupations of particular interest. (5-8)

Committee Work

Participate in committees to explore occupations in the community. The occupations could be grouped under broad categories such as home building, city jobs, transportation, ecology, communications and production. (4-6)

Demonstrations

Observe safety demonstrations by resource persons such as state police, county nurse, school nurse, firefighters, ambulance drivers, and hospital interns. (They can demonstrate what they do on the job as well

as supply a safety education program. Safety demonstrations are generally exciting experiences for children.) (K-4)

Observe demonstrations of activities performed in different jobs. (For example, firefighters, chemists and physicists can demonstrate various experiments; a typist can demonstrate speed typing; a dog trainer can show how to handle dogs, and an astronomer can reveal how to use a telescope.) (K-8)

Discussions

Read stories such as "The Little Train That Thought It Could." After the story has been read, discuss who runs the trains, what the workers do and how they must cooperate. (K-3)

Participate in discussions related to the sex-role stereotyping of certain occupations. Emphasize the participation of both sexes in all occupational areas.

Discuss the importance of individual differences, the problems of self-acceptance due to their differences, and the development of personal abilities. This project can be the basis of a long-term study by the children and related to the developmental task concept. When a student cannot relate personal characteristics to occupational preferences and education program, the student needs individual guidance. (4-8)

Discuss case studies which show the importance of education to occupational choices and to future careers. Discuss what happens to young people who drop out of school. (6-8)

Dramatized Activities and Games

Engage in play activities involving various types of occupations. (Children can play doctor, architect, as well as many other less traditional job roles. In most of these activities, they can use actual tools.) (K-3)

Participate in an occupational information skit. (Skits may be developed by the students. Puppets may be used to dramatize the skit.) (K-8)

Participate in games such as the old-fashioned "spelldown." (The teacher or one of the students can read a description of an occupation or describe the tools used, and the students must identify the occupation on the basis of the information.) (2-4)

Participate in charades with one team acting out the occupation of a well-known person and the opposite team identifying that person. (4-8)

Participate in contests and panels modeled after "What's My Line," "I've Got a Secret," "To Tell the Truth," "Twenty Questions" and others popular with children. (5-8)

Exhibits

Participate in hobby shows. (Many young persons have found their vocations through hobbies which they pursued during earlier developmental periods.) (4-8)

Prepare exhibits in connection with science fairs. (Preparing and/or viewing exhibits may encourage students to further explore their interests and abilities.) (7-8)

Panel

Serve on a panel to question a resource person about his/her job. (5-8)

Reports

Report occupations observed during vacation. (K-4)

Prepare short reports or talks on parents' occupations. (Selected parents could share information with the class about their jobs.) (K-5)

Make class reports on books which present challenging stories about successful individuals. (Encourage the school librarian to display books for each age level.) (5-8)

Give reports on glamorized jobs such as those held by television personalities, actors and actresses, professional musicians, professional athletes, astronauts and airplane personnel. (The study of these occupations presents, in some instances, an excellent opportunity to study values in our society as represented by occupational choices.) (6-8)

Prepare a written or oral report on "What Job I Would Like to Have When I Complete School." Give reasons for this choice and relate personal values to this choice. (7-8)

Field Trips

Go on a field trip outside the local community to observe unfamiliar occupations. (Rural youth should observe the world-of-work in the city, and city children should be aware of rural occupations.) (K-8)

Visit a regional or state employment agency to determine the functions of the agency and to obtain information on employment opportunities. (7-8)

Participate in field trips with emphasis centered on the types of skills employed by workers observed. (7-8)

Films and Filmstrips

Observe and discuss audio-visual materials (films, filmstrips, etc.) which have occupational significance. Utilize audio-visual materials which illustrate women's expanding role in the work force. (K-8)

Interest Inventory

Take interest inventory to help determine interests; then, verbalize the relationship of particular interests to various occupational patterns. Keep in mind that interests are based largely on the experiences one has had and they may change over time. (5-8)

Interviews

Interview selected business people, ministers, police officers, pilots, teachers, sports figures, etc. about their jobs and make reports to the class. (Students may need to follow questions which have been previously developed. They can tape record their interviews for play back. Students may enjoy publishing their interviews in the school newspaper.) (5-8)

Interview working men and women in non-traditional occupations in order to counteract sex role stereotyping. A male secretary or a female doctor as role models can encourage broader career options for students. (K-8)

Question resource persons on the importance of good mental health and how to develop and maintain good mental health in school, on the job and in the home. (6-8)

Tape interviews with representatives of various clubs and organizations in the community to gain knowledge about various occupations. (This project may be important for children who are preparing to enter high

school and are concerned about selecting curriculum offerings.) (6-8)

Magazines, Newspapers and Pamphlets

Use pamphlets, periodicals, newsletters, school papers, displays and comic strips to obtain information related to the world-of-work. (K-8)

Develop a class newspaper in which editorials, feature articles and news items relate to the world-of-work. (5-8)

Use magazines and newspapers to look for examples of stereotypic language and occupational roles.

Resource Persons

Investigate job opportunities in government. (Local, county and state government employees may be invited to a class as resource persons. Many may have audio-visuals to present. See chapter on Involvement of Resource Persons in the Classroom.) (6-8)

Supervised Study Activities

Identify the occupations of various authorities or characters in the field being studied - English, history, science, music, art, etc. (For example, many occupations can be identified in some of Dickens' works.) (K-8)

Develop projects to show how various jobs are related to the seasons of the year, holidays and geographical areas. (For example, the Christmas season involves such activities as producing and selling toys, gifts and cards and delivery by postal employees.) (4-6)

Study about contemporary women who have achieved, such as Barbara Jordan, Carol Burnett and Margaret Mead. This can aid girls in aspiring higher than they might otherwise and help boys view women as active contributors to the world-of-work.

Match short personality sketches of people studied in various courses with their occupations. (5-8)

Evaluate personal interests, abilities, aptitudes, educational background and socio-economic background in relationship to the world-of-work. (Students need this type of information to make informed career preferences.) (6-8)

Study about occupations which are relatively unknown as well as those which are familiar. (For example, students should become aware that women enter occupations other than the three traditional ones - nursing, teaching and secretarial.) (6-8)

Use problem-solving techniques in developing educational and occupational preferences. (6-8)

Develop tentative course selections for future years and discuss reasons for choices based on career preferences. (7-8)

Survey

Make a survey of the various types of jobs in the community and vote on the ones to be observed on field trips. (See section on field trips for activities before and following the experience.) (K-8)

Television

Watch selected TV programs and follow viewing with discussion on occupational information received. (K-8)

Written Assignments

Write themes on subjects such as "Some Jobs I Think I Would Like" or "When I Grow Up, I Would Like To Be a _____." (This project should influence students to think about jobs and their relationship to them. They should be encouraged to emphasize why they would like particular jobs and what abilities they think they presently possess for such jobs.) (4-6)

Write the answer to the following questions as a means of getting to know oneself better: "What sort of a person do you want to become?" and "Why do you want to be that kind of a person?" (Staff should analyze the replies to determine to what extent references to occupations figure in the answers. Repeat the activity at later grade levels.) (4-6)

Write letters to successful persons asking them why they selected their occupations, what factors are important for success in their fields, and what advice they would give to a person interested in the field. (The responses can be displayed and then placed in the library.) (4-8)

Write short themes on "The Thing I Do Best" or discuss in class the strengths of individual classmates. (Some students may be embarrassed to reveal their innermost thoughts of their own abilities.) (6-8)

Study, write papers on, and discuss the influence of any occupation upon other aspects of life such as type of dress, speech, associates, geographic location, working conditions and leisure time activities. (6-8)

Since we're studying the paper mill industry, can you tell me what jobs are needed to get this book from the tree to you?
Well, there's the tree farmer, paper mill workers, writer, publisher, truck driver ...

OCCUPATIONAL INFORMATION AND CURRICULUM --
THEY CAN "WORK" TOGETHER

"Career education, to provide all students with information and training related to occupations and career options, should be provided at all levels so that in every curriculum area occupations are shown to have an important place in the world."[1] By integrating occupational information activities into the regular curriculum, schools can become more relevant to elementary students.

The enormity of the world-of-work and its many roles can be overwhelming to the elementary teacher. In an effort to assist teachers in relating occupational information to curriculum, the following examples are provided.

1. "State Board of Education Goals Statement," Illinois State Board of Education, revised February 14, 1980.

Examples of occupations that relate to interest and ability in various subject matter areas	Art	Home Economics	Industrial Arts	Language Arts	Math	Music	Physical Education/ Health	Science	Social Studies
accountant					X				
actress/actor	X			X		X			
advertising	X			X					
aircraft mechanic			X		X			X	
appliance sales clerk		X		X	X				
archaeologist								X	X
architect	X		X		X				
bacteriologist							X	X	
bank teller					X				
bookkeeper					X				
carpenter	X		X		X				
chiropractor							X	X	
clothing designer	X	X							
comedian				X		X			
composer				X		X			
commercial artist	X								X
cosmetologist	X	X					X	X	
dental laboratory technician							X	X	
dentist							X	X	
detective								X	X
dietician		X					X	X	
electrician			X		X			X	
engineer			X		X			X	
fire fighter			X					X	
flight steward/stewardess				X					X
forester			X					X	
home economist	X	X					X	X	
homemaker	X	X			X				
horticulturist	X							X	
interior decorator	X	X							
jeweler	X		X						
librarian				X					
lithographer	X		X	X					
machinist			X						
metalurgist			X					X	
music director						X			
orchestra leader						X			
orthopedic surgeon							X	X	
personnel manager									X
pharmacist								X	
photographer	X							X	
physical therapist							X	X	
piano technician			X			X			
psychologist									X
radio or TV announcer				X		X			
receptionist				X					
registered nurse							X	X	
reporter				X					X
sculptor	X								
secretary				X					
sports writer/editor				X			X		
surveyor					X				
tool designer			X						
umpire							X		
welder			X						
wood turner			X						
radiologic (X-ray) technician							X	X	
zoologist								X	

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INVOLVEMENT OF RESOURCE PERSONS IN THE CLASSROOM

Effective resource persons bring a new dimension to classroom experiences resulting in benefits to both students and school personnel. In addition, an opportunity is provided to better acquaint community members with the educational programs of the school district and to foster a positive relationship between the school and community.

The effectiveness of resource persons is related to the planning for the educational experience. Planning includes determining the purposes to be accomplished, selecting and orienting the resource persons, preparing the students, and organizing follow-up activities. The following points relate to providing learning experiences which involve resource persons.

Purposes for Involving Resource Persons

1. To provide occupational expertise not normally available from staff.

2. To motivate students to learn by emphasizing the relevance of education to occupational achievement.

3. To make the subject more interesting to students.

4. To provide first-hand information concerning job relations, desirable personality traits of employees, working conditions, responsibilities and opportunities.

5. To provide students with the opportunity to meet community workers having varied occupational backgrounds.

6. To provide varied viewpoints within an occupational area.

7. To provide career information in a specific occupational field.

8. To aid instructors in their efforts to keep the course content relevant and current.

9. To develop a positive relationship with community resource persons by inviting them to play an integral part in the educational programs of the local institution.

Qualities of Effective Resource Persons

1. Has an obvious background of experience in the employment area to be discussed.

2. Is genuinely interested in the students. Often a resource person will say, "I've always wanted to teach."

3. Views the acceptance of the assignment as a challenge.

4. Has the personality to project his/her knowledge to other people. Many business people have experience in training and instructing employees. Some have instructional experience with groups of employees, not in the classroom, but under work circumstances.

5. May be either an employee or an employer. Often the person on the job is the best resource person and will reflect the qualities the student will need for employment. Management has observed that when the person on the job is asked to explain his/her work to students, he/she often takes greater subsequent pride in his/her work.

6. Has a positive outlook. A negative approach is discouraging to students. Avoid those who feel "no one knows anything but me," or those who would say, "I wouldn't recommend my type of work to anyone."

7. Prepares for the assignment so as to stay within the desired subject matter. Some persons are apt to present long dissertations which bore most students.

Procedures in Obtaining and Involving Resource Persons

1. Utilize various sources - an advisory committee, career education committee, grade level teachers, occupational information coordinator, counselors, local chamber of commerce and service

organizations, and others - to obtain suggestions for resource persons.

2. Develop a reference file on suggested resource persons in a variety of occupations.

3. Select resource persons on the basis of their ability to contribute to the particular learning situation, grade level and subject matter area.

4. Make an initial contact with the potential resource person four weeks, or no less than two weeks, in advance of the date he/she is to participate. Explain the occupational information program and solicit his/her involvement.

5. Obtain permission of top management if the resource person is a member of his/her firm. Management's approval will authorize the necessary release time and may motivate the employee to do a better job in the classroom. Without management's approval, many prospective resource people will be reluctant to participate. Some educators directly contact the person they want in the company who must then contact top management for release time. This procedure works best when the educator is acquainted with the person and his/her status in the company.

6. Provide the resource person with information on the following:

   - Purpose of his/her involvement,
   - Type and number of students,
   - Length of time for his/her participation including time for discussion,
   - Suggested topics for discussion,
   - Available facilities and equipment.

7. Consider the developmental level of the students when suggesting topics for discussion. Examples of topics follow:

   - Nature of the work.
   - Types of occupations in the specific career field.
   - Employment opportunities and future outlook.
   - Desirable personal qualifications of employee (age, interest, personality, abilities, educational background and physical characteristics.)
   - Courses needed or helpful for success in the occupation.
   - Normal working hours.
   - Interrupted work due to weather conditions, seasonal lay-off, and other circumstances.

- Health or safety hazards involved in the occupation.
- Job satisfactions (salary range, fringe benefits, inner satisfaction, etc.)
- Least interesting aspects of occupation.
- Most interesting aspects of occupation.
- Activities during a typical day of work.
- Routine portions of work (similarity to parts of schoolwork being routine.)
- Contributions of occupation to the community and others.
- Sources of information related to the occupation.
- Interesting personal experiences.

8. Immediately after the contact, send a letter or card to the resource persons to confirm the date and to express thanks for his/her acceptance of the invitation. One week in advance, remind the person by mail of the date, time, building, room number and, if necessary, office location and name of individual to contact. Then, call the resource person's place of work either the day before or the day he/she is expected.

9. Either meet the resource person personally or arrange for someone to meet with him/her to discuss last-minute concerns. It needs to be clarified that the resource person is in the classroom to provide information regarding a certain occupation, not to sell his/her company or to recruit employees. (This is necessary to prevent other companies in the same field from being unhappy about not being involved.)

10. Remind the resource person to consider the age and comprehension ability of elementary age students and to use appropriate terminology.

11. Discuss with students the type of questions they should ask the resource person. For example, avoid the tendency by some students to say, "How much do you make?" Encourage them to ask, "What is the range of income on your type of work in this area?"

    Methods of interviewing can be taught through observation and demonstration techniques. Children enjoy seeing the teacher or another adult interview or be interviewed.

12. Encourage a discussion period at the end of the presentation.

13. Introduce the resource person to your immediate administrative supervisor. This makes both the administrator and the resource person feel that they are a part of the overall effort. In short, give the resource person the "V.I.P." treatment. He/she deserves it.

14. Mail a letter within two days to the resource person to acknowledge his/her participation. This contributes to a feeling of being appreciated and may influence his/her acceptance of a future request. Sign the letter personally or send it over the signature of the department head. Send a copy to the employer. In addition, involve a student committee in writing a letter of appreciation.

UTILIZATION OF EXTERNAL RESOURCES IN THE WORLD-OF-WORK

A field trip provides a good opportunity for students to obtain information about the world-of-work. The extent to which the field trip is a successful learning experience depends upon many factors: the objective of the trip, the developmental level of the students, plans made by the teacher, preparations by personnel at the destination, orientation of students, time available and follow-up activities.

A field trip should meet specific needs of the group. It might be planned to stimulate interest in an activity, obtain information, or pull together diverse activities of the class into a unifying whole. Field trips can help students to --

- add to and clarify their information by seeing and touching things studied about in the classroom,
- observe how people perform their specific job assignments,
- observe the interdependence of workers in producing goods and/or services,
- correlate educational experiences and curricula to efficient functioning of a person on the job,
- develop interviewing skills,
- sharpen observation skills.

If a child is taught how to make accurate and objective observations, he/she will have a tool to assist him/her in studying many occupations. Once this habit of observing people at work is formed, the child will be able to accumulate information which can be utilized when making decisions related to occupational preferences.

Teachers should not overlook the many resources available for field trips when planning learning experiences. A field trip might be conducted within the school, the immediate neighborhood, at a specialized educational agency and at a site outside the neighborhood. Students may be motivated to explore, on their own or family time, an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Preparing for a Field Trip

The success of a field trip depends to a great extent upon the amount of preparation for the activity. The teacher must assume the major responsibility for planning. However, students should be involved since they need to be aware of the purpose of the trip, what they are to observe, and how they should act. The following suggestions relate to planning activities.

Responsibilities of the teacher

1. Guide the choice of field trip.
2. Obtain permission from the principal for taking the trip before discussing it with the students.
3. Select the time at which the children will profit most by the experience.
4. Investigate the situation, if possible taking the trip in advance, to become familiar with the place to be visited and things to be seen on the way.
5. Make arrangements with personnel at the place to be visited.
6. Check on school liability insurance.
7. Arrange transportation and determine the need for additional supervisory personnel.

8. Obtain consent from parents for participation of students.

Planning by students and teacher

1. List the things to be observed and the questions to have answered.

2. Gather information before the trip using available resources such as books and audio visual materials.

3. Discuss details of the trip:

   . date, hour of departure and time to be spent;

   . mode of travel and the safety rules to be observed;

   . social responsibilities of each individual as a member of the group;

   . organization of the group enroute and at the place to be visited;

   . personal needs (type of clothing, lunch and special equipment or tools).

Conducting Follow-Up Activities

Life-centered activities tend to improve the quality of living in the classroom. Therefore, the teacher should capitalize on the students' interest and enthusiasm after a field trip not only to evaluate the learning experiences but to introduce new activities.

Examples of activities follow.

1. Evaluate the field trip plans.

2. Determine whether questions were answered.

3. Discuss new ideas to be explored.

4. Gather more information to answer questions that arose as a result of the new experience:

   . review some of the materials obtained and search for new materials,

   . utilize related articles in books at school, at home and at the public library.

5. Write thank-you letters and requests for additional information.

6. Develop reports for the class, other groups in the school and parents.

7. Create songs, plays, stories and poems.

8. Make charts, diagrams, murals, dioramas, materials for the opaque projector and scrapbooks.

EVALUATION

Definite plans should be established to evaluate the degree of success reached in attaining the local objectives of the occupational information program. These plans should be built into the program and should include the identification of personnel responsible for the evaluation. Appropriate data collecting methods should be determined and evaluation instruments identified and/or developed. Such instruments might focus on the student's attitudes toward the world-of-work; knowledge of occupations; and awareness of individual assets, limitations, values and goals. Traditional types of tests can be administered, but serious consideration should be given to other types of evaluation.

One approach to measure the effectiveness of the program is to determine whether the stated behavioral objectives are demonstrated by overt student behavior. Teachers and counselors can make this assessment primarily through observation.

The use of pre- and post-tests to determine student attitudes and knowledge about the world-of-work can serve as a valuable tool in evaluating progress toward attaining the behavioral objectives of the local program.

A measure of some value may be an assessment of the accumulation and use of relevant resource materials. The mere stockpiling of resource materials cannot be interpreted as contributing to the achievement of program objectives. The appropriate use of these materials is the key factor.

Changes in staff attitudes and behavior may also provide a measure of the effectiveness of the program. Even if this cannot be accurately determined, a survey to obtain the reactions of the staff and others responsible for the program should be conducted. In addition, the reactions of community resource persons who have been involved in the program would be helpful.

A method should be determined for disseminating findings, positive and negative, and making recommendations to improve the program. Hopefully, the information can be used to continue and build upon those learning experiences which helped students to increase their understanding of the world-of-work and how they relate to it.

Examples of evaluation instruments follow. The items in each instrument are samples only. They should be appropriate for the grade level of the students and should relate to local objectives.

Statements will need to be modified and/or eliminated for specific grade levels. In administering the instrument, the teacher may need to paraphrase some statements so that all students will understand them.

STUDENT CAREER DEVELOPMENT CONCEPTS

SCHOOL _____ NAME _____

DIRECTIONS: Listed below are a number of statements concerning the world-of-work. Please read each statement carefully and indicate your reactions according to the following scale by circling the letters that express your feelings.

If you strongly agree with the statement, circle SA.	(SA) A U D SD
If you agree with the statement in general, circle A.	SA (A) U D SD
If you are uncertain about your feelings toward the statement, circle U.	SA A (U) D SD
If you disagree with the statement, circle D.	SA A U (D) SD
If you strongly disagree with the statement, circle SD.	SA A U D (SD)

1.	All jobs are worthy of respect.	SA A U D SD
2.	Individuals work to meet personal and social needs.	SA A U D SD
3.	People work for various rewards or satisfaction.	SA A U D SD
4.	School is part of the preparation for a career.	SA A U D SD
5.	Individuals need special training for most occupations.	SA A U D SD
6.	There are many types of occupations.	SA A U D SD
7.	Individuals work with people, things, or ideas.	SA A U D SD
8.	In most careers, cooperation among workers is essential.	SA A U D SD
9.	Some workers primarily produce goods; others primarily perform services.	SA A U D SD
10.	Specialization leads to interdependency among people.	SA A U D SD
11.	Occupations can be grouped by job families.	SA A U D SD
12.	Supply and demand help determine occupational choice.	SA A U D SD
13.	Career choice affects the individual's total life.	SA A U D SD
14.	Individuals are qualified to perform in many different occupations.	SA A U D SD
15.	Some occupations are limited to specific geographic locations.	SA A U D SD
16.	Technological changes eliminate and create jobs.	SA A U D SD
17.	Individuals need a general education as preparation for a changing world.	SA A U D SD
18.	One's occupation affects leisure time activities.	SA A U D SD
19.	Occupational choice is a developmental process.	SA A U D SD
20.	Individuals' value systems affect occupational choices.	SA A U D SD
21.	Both men and women can perform most jobs.	SA A U D SD
22.	Individuals differ in their abilities, interests, goals and values.	SA A U D SD
23.	Exploratory work experience helps an individual improve his/her knowledge about occupations.	SA A U D SD
24.	Interaction with workers tends to improve one's knowledge about occupations.	SA A U D SD
25.	Observation of people at work helps to improve one's knowledge about occupations.	SA A U D SD
26.	Workers of the future may need to retrain two or more times during a lifetime.	SA A U D SD
27.	Some individuals live in a particular geographic location due to the nature of their work.	SA A U D SD
28.	Information about occupations is needed by all individuals.	SA A U D SD
29.	Information about one's abilities, aptitudes, and interests helps an individual to make more realistic career decisions.	SA A U D SD
30.	A satisfying career contributes to mental health.	SA A U D SD
31.	Relating personal attitudes and interests to characteristics of occupations improves probability of satisfaction with one's career choice.	SA A U D SD
32.	Relating knowledge needed by workers in specific occupations to school subjects tends to improve the student's desire to learn.	SA A U D SD
33.	The individual's attitude affects his/her success in a career.	SA A U D SD
34.	All work is important.	SA A U D SD

Statements will need to be modified and/or eliminated for specific grade levels.

STUDENT OPINIONNAIRE

NAME _____

DIRECTIONS: Listed below are a number of statements concerning the Occupational Information Program. Please read each statement carefully and indicate your reaction according to the following scale.

If you strongly agree with the statement, circle SA.	(SA) A U D SD
If you agree with the statement in general, circle A.	SA (A) U D SD
If you are uncertain about your feelings toward the statement, circle U.	SA A (U) D SD
If you disagree with the statement, circle D.	SA A U (D) SD
If you strongly disagree with the statement, circle SD.	SA A U D (SD)

THE OCCUPATIONAL INFORMATION PROGRAM HAS ASSISTED ME . . . .

1.	In understanding the contributions of various occupations to society.	SA A U D SD
2.	In understanding that there is dignity in all jobs well done.	SA A U D SD
3.	In improving my attitudes toward work.	SA A U D SD
4.	In realizing the relationship of education to the world-of-work.	SA A U D SD
5.	In becoming aware that formal education is a continuous process and should not stop when one completes high school or college.	SA A U D SD
6.	In becoming aware of educational training opportunities in my areas of interest.	SA A U D SD
7.	In planning my vocational future.	SA A U D SD
8.	In planning my educational future.	SA A U D SD
9.	In becoming more involved in my own educational activities.	SA A U D SD
10.	In increasing my awareness of occupational opportunities in the world-of-work.	SA A U D SD
11.	In gaining a better knowledge and understanding of employment patterns in the past, present and predictable future.	SA A U D SD
12.	In learning what points to consider in analyzing an occupation.	SA A U D SD
13.	In exploring ways to become aware of occupational opportunities and job requirements.	SA A U D SD
14.	In realizing the changing roles of men and women in the world-of-work.	SA A U D SD
15.	In learning about major occupational fields and how to gain entry into my desired field.	SA A U D SD
16.	In exploring the tasks to be performed in a variety of occupations.	SA A U D SD
17.	In gaining a better understanding of personal and fringe benefits to be derived from work.	SA A U D SD
18.	In learning ways to find information on occupations.	SA A U D SD
19.	In benefiting from local resource persons and places.	SA A U D SD

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Statements will need to be modified and/or deleted for specific grade level teachers.

TEACHER OPINIONNAIRE

NAME _____

Using the following scale, please record your opinions by circling the code letter corresponding to your answer.

If you strongly agree with the statement, circle SA.
If you agree with the statement in general, circle A.
If you are uncertain about your feelings toward the statement, circle U.
If you disagree with the statement, circle D.
If you strongly disagree with the statement, circle SD.

(SA)	A	U	D	SD
SA	(A)	U	D	SD
SA	A	(U)	D	SD
SA	A	U	(D)	SD
SA	A	U	D	(SD)

	STATEMENTS	RESPONSE
1.	The goals of the Occupational Information Program were clear to me by October of this school year.	SA A U D SD
2.	The objectives of the Occupational Information Program were understood by the students in my class.	SA A U D SD
3.	The objectives for the Occupational Information Program were adequately met during the school year.	SA A U D SD
4.	I feel that the Occupational Information Program has helped the majority of my students to --	SA A U D SD
	a. Take a more active than passive role in learning.	SA A U D SD
	b. Seek information from resources within and beyond the local school district.	SA A U D SD
	c. Increase their understanding of the satisfaction to be derived from working.	SA A U D SD
	d. Increase their understanding of major occupational fields.	SA A U D SD
	e. Become more aware of their likes and dislikes associated with job-families and some specific occupations.	SA A U D SD
	f. Know how to gain more information on occupations in which they are interested.	SA A U D SD
	g. Become aware that changes in society influence changes in occupations.	SA A U D SD
	h. View education as a continuous process.	SA A U D SD
	i. Become aware of factors that contribute to success in any occupation.	SA A U D SD
	j. Relate knowledge to be gained from school subjects to knowledge needed in the world-of-work.	SA A U D SD
	k. Expand self-awareness of personal strengths, limitations, goals and values.	SA A U D SD
	l. Be aware of the importance of career planning.	SA A U D SD
	m. Be more informed in planning their futures.	SA A U D SD
	n. Become aware of the changing roles of men and women in the world-of-work.	SA A U D SD
5.	I believe that parents should be actively involved --	SA A U D SD
	a. As resource persons in the classroom.	SA A U D SD
	b. As chaperones for field trips.	SA A U D SD
	c. In providing facilities for students to visit.	SA A U D SD
	d. In giving interviews.	SA A U D SD
	e. In supplying materials.	SA A U D SD
	f. In discussing vocational plans with their child.	SA A U D SD
	g. Other	SA A U D SD
6.	I believe the school counselor should be involved --	SA A U D SD
	a. As a resource person.	SA A U D SD
	b. In arranging for resource persons and field trips.	SA A U D SD
	c. In providing materials.	SA A U D SD
	d. In group discussions.	SA A U D SD
	e. In individual conferences.	SA A U D SD
	f. Other	SA A U D SD
7.	Adequate equipment and instructional materials were available to meet the objectives of the program.	SA A U D SD

8. Some time was spent with each student individually to discuss the world-of-work. SA A U D SD
9. My role was that of director of student learning experiences rather than an information giver. SA A U D SD
10. I believe --

    a. An Occupational Information Program at the elementary level is basic to making relevant educational and career preferences. SA A U D SD
    b. An Occupational Information Program will help retain potential early school-leavers. SA A U D SD
    c. About 90% of the eighth grade students developed tentative educational and vocational plans as a result of the Occupational Information Program. SA A U D SD
    d. All teachers provided some educational experiences related to the world-of-work. SA A U D SD

11. General comments on the Occupational Information Program --

OCCUPATIONAL INFORMATION PROGRAM ACTIVITIES AND RESOURCES

Name

Please check ( ) whether you provided the following activities and resources for students in the Occupational Information Program. If you checked "yes," indicate the number of times per semester.

	No	Yes	Number of Times Per Semester
1. Interviews			
2. Skits			
3. Theme writing			
4. Debates			
5. General discussion			
6. Small group activities			
7. Committee work			
8. Individual study			
9. Oral reports			
10. Laboratory experiences			
11. Field trips			
12. Collecting materials			
13. Observation			
14. Role playing			
15. Brainstorming			
16. Games			
17. Research projects			
18. Demonstrations			
19. Illustrations			
20. Projects			
21. Chalktalks			
22. Panel discussions			
23. Making files			
24. Making tests			
25. Problem solving			
26. Preparing charts			
27. Preparing graphs			
28. Preparing window displays			
29. Writing letters			
30. Assigned reading			
31. Thought problems			
32. Lecture			
33. Resource persons			
34. Bulletin boards			
35. Notebooks			
36. Scrapbooks			
37. Photographs			
38. Pictures			
39. Films			

	No	Yes	Number of Times Per Semester
40. Filmstrips			
41. Slides			
42. Overhead projections			
43. Tape recorder			
44. Tape recordings			
45. Puppets			
46. Programmed learning materials			
47. Want ads			
48. Newspaper articles			
49. Books			
50. Pamphlets			
51. Exhibits			
52. Television			
53. Radio			
54. Others			

For additional information, write
Special Programs Section
Illinois State Board of Education
Department of Adult, Vocational and Technical Education
100 North First Street
Springfield, Illinois 62777

I want to be a life guard. I could swim every day.

I want to be a truck driver. Big red trucks make a lot of noise.

I want to be a teacher. I like to write on the board.

I'm going to be an astronaut on the moon. I don't like to take a bath every day.